

Goose Creek Independent School District
Ashbel Smith Elementary
2015-2016 Campus Improvement Plan

Mission Statement

MISSION

The mission of Ashbel Smith Elementary is to be successful academically, behaviorally, and socially in order to become productive, life-long learners in our changing world.

Vision

VISION

All staff will provide a safe, supportive, and consistent positive environment in which authentic and relevant learning takes place.

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Comprehensive Needs Assessment

Needs Assessment Overview

Ashbel Smith Elementary is one of 28 campuses in Goose Creek Consolidated Independent School District. Ashbel Smith Elementary serves predominantly economically disadvantaged Hispanic families. Ashbel Smith Elementary serves 804 students in grades PK to 5th grade. Five years ago, 675 students were served by the campus, which in an increase of 19%. The primary grades (K-2) are self-contained classrooms while the intermediate grades (3-5) are departmentalized.

The student population is 5.3% African-American, 10.0% Anglo, 83.2% Hispanic, 53% male, and 47% female with a low socioeconomic status of 85.2%. The staff population is 10.4% African-American, 53.4% Anglo, 32.4% Hispanic, 9.5% male, and 90.5% female with an average of 11.2 years of experience, and 100% of Highly Qualified teachers.

The overall mobility rate for the campus is approximately 19.0%. The average daily attendance rate for students is 96.9%. There is a total of 745 discipline referrals during the 2014-2015 school year, which is an increase of 28.7% from last year.

Ashbel Smith Elementary serves 250 English Language Learner students, 28 students in the Gifted and Talented program (46% males and 54% females), 45 students identified for 504 services, 100% of RtI Tier I students, 15% of Tier II students, 6% of Tier III students, 97 students served through special education services (12.1%). Of the special education students, 29 (29.9%) are in the deaf education program, 2 (2.1%) are in the SILC program, and 9 (9.3%) are in the PPCD program.

Our GATE Program (GT) consists of 8 teachers who work to provide accelerated instruction to gifted students. Materials were purchased to supplement the curriculum with advanced academics and critical thinking activities. Kagan staff development was also obtained to help student engagement in addition to Region IV Creating Independence through Student-owned Strategies (CRISS).

Our Special Education Program consists of four deaf-education teachers, one PPCD teacher, one SILC teacher, three resource inclusion/teachers (two for the 2015-2016 school year, one speech pathologist and assistant, two diagnosticians, one auditory enrichment teacher, and nine special education aides.

Our BE/ESL Program consists of 12 bilingual teachers and two bilingual aides. Materials are used to scaffold English language development and support primary language when needed.

Our PK Program consists of two teachers and two aides that provide early learning opportunities for bilingual and economically disadvantaged students.

Parent Involvement Program consists of a schedule of face-to-face parent conferences, family nights, support of interventions for families, and school

performances. It also includes a PTO and various campus publications.

Our Title I Program consists of campus instructional specialists for math, English language arts, and science. This team is instrumental in leading campus PLCs and supporting teachers with modeling, co-teaching, and coaching. We also have a family involvement coordinator who facilitates many community outreach efforts.

The site-based decision-making team looked at last year's program evaluations, survey results, and the following data: Benchmarks, STAAR, TELPAS, DRA, attendance, demographic reports, resource reports, volunteer logs, professional development listings, student inventories, and item inventories.

Committees were formed to look for areas of weaknesses and strengths. The data showed:

Curriculum, Instruction, and Assessment:

Strengths: Our strengths are team planning, vertical alignment, implementation of CRISS strategies, Joshua Horton strategies, Kagan strategies, and PBAS incentive systems.

Needs: Our needs are resources to support new math TEKS, district curriculum for reading and writing, discipline interventions, effective modeling of professional development, and more vertical alignment coordination.

Demographics:

Strengths: Our strengths are decreased mobility, balanced ethnicity in the GT program, and increased enrollment.

Needs: Our needs are more ways for GT students to grow and excel.

Family and Community Involvement:

Strengths: Our strengths are the Student Support Team, academic family nights, library nights, and our many parent volunteers.

Needs: Our needs are sessions geared towards discipline, sessions that help parents with homework, healthy eating sessions, and parent involvement.

School Context and Organization:

Strengths: Our strengths are communication between grade levels and between the district administration and our school.

Needs: Our needs are more parent involvement/participation and a district writing curriculum.

School Culture and Climate:

Strengths: Our strengths are incentive systems for common areas, extracurricular activities, student led morning announcements, and student leadership opportunities.

Needs: Our needs are a structured dismissal system, improved classroom incentive systems, structured cafeteria/building environment, teacher motivation, activities that foster good behavior for problem children, and extracurricular activities for younger students.

Staff Quality, Recruitment and Retention:

Strengths: Our strengths are PLCs, collaboration, and knowledge of curriculum.

Needs: Our needs are more mentoring, additional approaches to behavioral support, and retreats for staff.

Student Achievement:

Strengths: Our strengths are the mentor program, tutoring, student progress monitoring charts, PLCs, and goal-setting for students.

Needs: Our needs are district curriculum for reading and writing, improved CBAs and assessments, and staff development.

Technology:

Strengths: Our strengths are a high number and quality of resources, good desktop support, great CTS, and that most students have a base knowledge of technology.

Needs: Our needs are more technology training, more iPads, Promethean Boards for specials, more CTS availability, and help integrating technology and content area TEKS.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:






Goals

Goal 1: Ashbel Smith Elementary will increase student achievement by providing rigorous learning opportunities and curricula that meets students' needs for achieving exemplary academic and post-secondary success.

Performance Objective 1: All students will meet or exceed expectations on grade level assessments and STAAR.

Summative Evaluation: To be determined.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Conduct PLC meetings to review assessments, monitor student progress, and make data-driven decisions that positively impact student achievement. System Safeguard (SS)	Teachers, Campus Instructional Specialists, Campus Administrators	Meeting Agenda and Minutes				
2) Utilize the rigor, relevance, and depth of knowledge criteria in all subject areas, especially math, as a means of increasing students' problem solving and critical thinking abilities. SS	Teachers, Campus Instructional Specialists, Campus Administrators	Classroom Observations				
3) Develop formative assessments/skills checks for all taught objectives. SS	Teachers, Campus Instructional Specialists, Campus Administrators	Formative Assessments				
4) Provide enrichment, maintenance, and intervention instruction during small group instruction, academic camps, Accelerated Instruction Time, before/after school tutorials, and Saturday Academy to close the existing performance gaps between student scores and the state/federal targets. Provide early intervention in primary grades, assist teachers in implementing new TEKS. SS	Teachers, Campus Instructional Specialists, Campus Administrators	Student Lists				
5) Provide student incentives for assessment growth and improvement.	Teachers, Campus Instructional Specialists, Campus Administrators	Purchase Orders, Student Lists				
6) Provide staff development relevant for state and district assessment requirements. These include training by Kilgo, ESC4, CRISS, Joshua Horton, Kagan, ABYDOS, and Developmental Assets. We will also support teacher training for all district and campus initiatives.	Teachers, Campus Instructional Specialists, Campus Administrators	Training Sign-in Sheets				
7) Utilize CRISS and Kagan strategies in the classroom to maximize student engagement and learning.	Teachers, ; Campus Instructional Specialists, ; Campus Administrators	Classroom Observations				






 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

Goal 2: Ashbel Smith Elementary will provide a well-balanced and appropriate curriculum to all students.

Performance Objective 1: Ashbel Smith Elementary will use the GCCISD Framework of Non-Negotiables to plan and implement an instructional program that ensures academic success for each child.

Summative Evaluation: To be determined.






Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Conduct content area and vertical alignment meetings a minimum of four times per year to ensure cohesive instruction across grade levels.	Teachers, Campus Instructional Specialists, Campus Administrators	Vertical Alignment Meeting Sign-in Sheets				
2) Utilize ELPS in all instructional settings to ensure successful English language acquisition and mastery. SS	Teachers, Campus Instructional Specialists, Campus Administrators	Classroom Observation Forms				
3) Provide explicit and systemic phonological awareness, phonemic awareness, and phonics, and word study instruction to students.	Teachers, Campus Instructional Specialists, Campus Administrators	Classroom Observation Forms				
4) Utilize Title I CIS to model strategies, assist with planning, and provide coaching in reading, writing, math, and science in order to increase instructional capacity. Use them to help teachers implement engagement strategies (CRISS/Kagan/Horton). SS	Teachers, Campus Instructional Specialists, Campus Administrators	Classroom Observation Forms				
5) Embed oral and written conventions of grammar in writing. SS	Teachers, Campus Instructional Specialists, Campus Administrators	Lesson Plans, Classroom Observations, Writing Portfolios				
6) Utilize certified retired teacher to provide small group instruction to at-risk students.	Teachers, Campus Instructional Specialists, Campus Administrators	Classroom Observation Forms				
7) Target increasing academic vocabulary using a variety of strategies, e.g., affix analysis, Marzano Academic Vocabulary etc.	Teachers, Campus Instructional Specialists, Campus Administrators	Vocabulary Word Walls, Assessments				
8) Provide opportunities for advanced and GT students to excel.	Teachers, Campus Instructional Specialists, Campus Administrators	Increase in Level III Scores				

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

Goal 3: Ashbel Smith Elementary through enhanced and dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Performance Objective 1: Ashbel Smith Elementary will provide an educational foundation that motivates students to be at school and prepare for secondary education and career/college readiness.


Summative Evaluation: To be determined.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Provide mentors for at-risk students by utilizing a variety of resources such as PALS, Junior Achievement, Baytown Chamber of Commerce's Partners in Education, and community volunteers.	Teachers, Counselor, Campus Administrators	Mentor Sign-in Sheets				
2) Educate parents about attendance and the need for students to be at school. We will review state compulsory attendance laws with parents at orientation and maintain frequent contact with them about attendance through parent/teacher conferences, IRIS calls, report card messages, campus newsletters, and HOPE meetings.	Teachers, Family Involvement Coordinator, Counselor, Campus Administrators	Parent Sign-in Sheets, IRIS Reports, HOPE Meeting Minutes, Campus Newsletters				
3) Provide incentives for students with perfect attendance (no tardies and/or early dismissals) each six weeks. Make weekly announcements when classes have perfect attendance.	Teachers, Family Involvement Coordinator, Counselor, Campus Administrators	Purchase Orders, Student Lists				
4) Provide parent workshops that focus on student expectations (STAAR, Math/Reading/Science TEKS, early literacy).	Teachers, Family Involvement Coordinator, Campus Administrators	Workshop Sign-in Sheets				
5) Plan, prepare, and implement college awareness activities for students and parents (College Shirt Wednesdays, College Awareness Month, fine arts programs, UIL, spelling bee)	Teachers, Counselor, Family Involvement Coordinator, Campus Administrators	Parent Sign-in Sheets				
6) Create opportunities to explore occupations through career nights, instructional units, student council, etc.	Teachers, Counselor, Family Involvement Coordinator, Campus Administrators	Activity Participation				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 4: Ashbel Smith Elementary will provide and maintain a safe, positive learning environment.

Performance Objective 1: Ashbel Smith Elementary will implement a campus-wide PBAS framework to provide consistent, positive behavior expectations.


Summative Evaluation: To be determined.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Utilize a variety of positive behavior supports, rewards, and recognitions for sustained and/or improved behavior (awards assemblies, toys/rewards for behavior tickets).	Teachers, Counselor, Family Involvement Coordinator,; Campus Administrators	Purchase Orders, Student Lists				
2) Provide anti-bullying training to ensure teachers are aware of the characteristics of bullies and help them implement the OLWEUS and Keystone curriculum for prevention and intervention.	Teachers, Counselor, Campus Administrators	Training Sign-in Sheets				
3) Provide immediate parent/guardian contact when students are not meeting campus behavior expectations.	Teachers, Family Involvement Coordinator, Counselor, Campus Administrators	Parent Contact Logs				
4) Plan and provide for campus-based, as well as off-site, professional development opportunities that support teacher effectiveness with student behavior challenges (Developmental Assets, Keystone, CHAMPS).	Teachers, Counselor, Campus Administrators	Professional Development Sign-in Sheets				
5) Continue the daily implementation of the Keystone Curriculum to promote character education.	Teachers, Counselor, Campus Administrators	Classroom Observations				
6) Analyze discipline data collected from Review 360 to proactively target discipline problems.	Teachers, Campus Administrators	Discipline Referrals and In-class Incidents				
						

Goal 5: Ashbel Smith Elementary will recruit, develop, and retain highly qualified and highly effective personnel.

Performance Objective 1: All students will be taught by a teacher who has met the requirement as Highly Qualified (HQ) or state certified if NCLB rules do not apply.






Summative Evaluation: To be determined.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Attend job fairs and recruit early from pool of highly qualified teachers in core academic subject areas.	Principal					
2) Eliminate class-size waivers by implementing cluster guidelines.	Principal					
3) Assure all assignments and re-assignments are filled with highly qualified staff.	Principal					
4) Recruit actively to fill vacant positions with highly qualified teachers.	Principal					
5) Monitor student achievement. All campuses covered by the waiver will show annual gains in performance for all students and for each student group on each assessment administered.	Principal					
6) Evaluate campus Teacher Induction Program/Mentorship initiatives and make changes to improve the program efforts to retain teachers.	Principal					
7) Balance class sections daily.	Principal					
8) Ensure low-income students and minority students are not taught at higher rates than other student groups by inexperienced teachers.	Principal					
						

Goal 6: Ashbel Smith Elementary will establish and maintain parental and community partnerships in education to enhance student achievement.

Performance Objective 1: Ashbel Smith Elementary will create a partnership between home, school, and community by providing on-going communication and opportunities for involvement that educates and informs students, teachers, and parents.

Summative Evaluation: To be determined.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Conduct face-to-face parent/teacher conferences for all students PK-5.	Teachers, Family Involvement Coordinator, Campus Administrators	Parent Contact Logs				
2) Develop a "Welcome to Ashbel Smith" brochure and newsletters that will familiarize all parents and students with school expectations and procedures.	Family Involvement Coordinator, Campus Administrators	Campus Brochure and Newsletter				
3) Host at least two school-wide academic-based family nights (one each semester) in addition to monthly parent nights.	Teachers, Family Involvement Coordinator, Campus Instructional Specialists, Campus Administrators	Family Sign-in Sheets				
4) Continue developing our partnership with Beacon Credit Union to support our students and staff.	Teachers, Family Involvement Coordinator, Campus Administrators	Partners in Education Reports				
5) Grow our Parent-Teacher Organization and continue to plan events that promote success for students and a positive image to the community.	Teachers, Family Involvement Coordinator, Campus Administrators	PTO Meeting Minutes, Family Night Sign-in Sheets				
6) Host at least two plays or musical performances for family viewing.	Teachers, Family Involvement Coordinator, Campus Administrators	Family Sign-in Sheets				
7) Provide at least two family social activities, e.g., Donuts for Dads, Muffins for Moms.	Family Involvement Coordinator, Campus Administrators	Family Sign-in Sheets				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 7: Ashbel Smith Elementary will provide the technology infrastructure and tools to maximize student achievement.

Performance Objective 1: We utilize and integrate available technology, software, and websites into developmentally appropriate lessons to introduce, practice, and/or reinforce TEKS.

Summative Evaluation: To be determined.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Continue to utilize Imagine Learning for students at the 3rd-5th grade levels that have beginner or intermediate TELPAS ratings in reading or writing. SS	Teachers, Campus Instructional Specialists, Campus Administrators	Imagine Learning Reports				
2) Provide support to utilize Promethean boards, white boards, laptop carts, clickers, and associated technology for classrooms.	Teachers, Technology Integration Specialist, Campus Instructional Specialists, Campus Administrators	Classroom Observations				
3) Utilize IStation, Think through Math, Reasoning Minds, Fast Forward, and Cog Med to provide instructional support. SS	Teachers, Campus Administrators	Student Rosters, Program Reports				
4) Provide specific training opportunities for Promethean boards, CPS clickers, laptop carts, mimios, and document cameras.	Technology Integration Specialist, Campus Administrators	Training Sign-in Sheets				
